DOCUMENT RESUME

ED 068 420 SO 004 882

TITLE	People and Politics. Senior Division.
INSTITUTION	Ontario Dept. of Education, Toronto.
PUB DATE	72
NOTE	16p.
AVAILABLE FROM	Ontario Department of Education, Publications Department, Mowat Block, Queens Park, Toronto, 182, Canada
EDRS PRICE	MF-$0.65 HC-$3.29
DESCRIPTORS	Annotated Bibliographies; Course Organization; *Curriculum Development; Curriculum Guides; *Political Science; Resource Guides; Secondary Grades; Social Problems; *Social Studies; Teaching Guides; World Affairs

ABSTRACT

A rationale within which courses in political studies for secondary credit may be designed is based upon objectives which would contribute to the growth of the individual student, enriching his understandings of himself and of his world. Guidelines for the development of courses appropriate to the needs, interests, and abilities of the students detail the guidance and planning responsibilities of the teacher. Description of one approacn to building a unit provides a model which includes clarification of course objectives, suggested motivational activities, possibilities for exploration of the topic in both the cognitive and affective domains, and direction toward culminating activities and evaluation. Examples of eighteen units encompass specific proposals for the study of people and politics. A bibliography of resource materials and related references designed to aid in development of courses is included. (Author/SHM)

ED 068420

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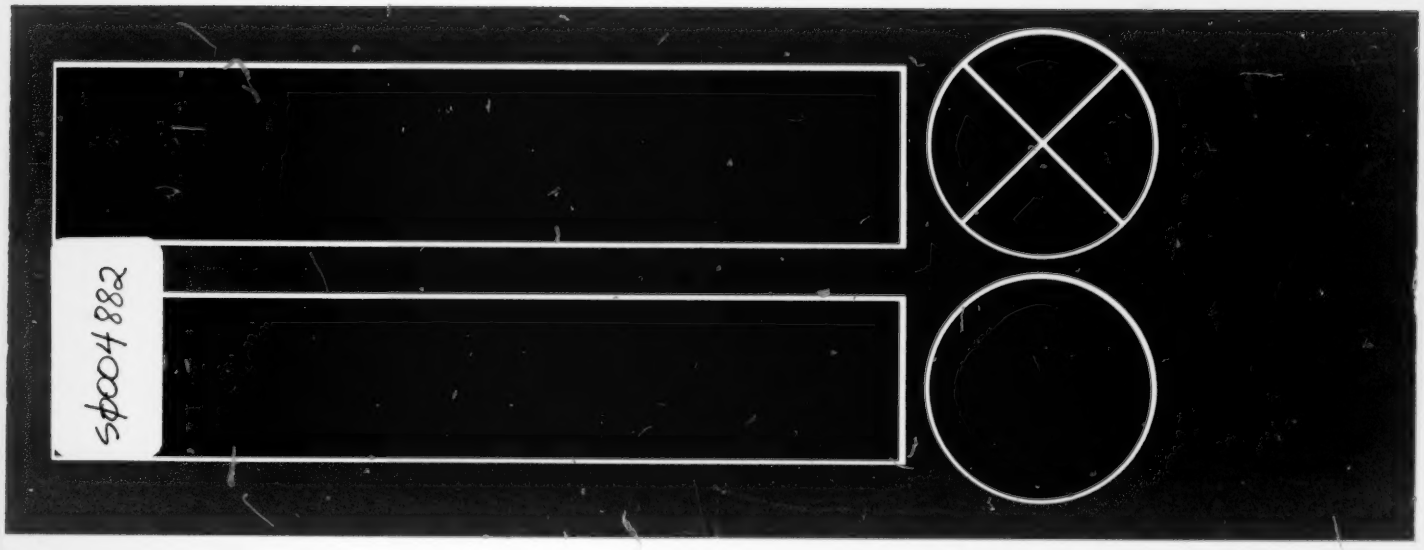

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People and Politics

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This guideline, which replaces RP-49 World Politics, presents a rationale within which courses in political studies may be designed for credit leading to a Secondary School Graduation Diploma. Any course developed from this guideline for credit towards the Secondary School Honour Graduation Diploma must first be submitted for approval to the Regional Offices of the Department of Education as outlined in Circular H.S.1 and Circular 14.

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People and Politics and the Growth of the Individual

Since earliest days man has sought answers to the fundamental issues of politics; indeed current problems may be viewed as the contemporary profiles of these enduring issues. Although the basic questions do not change, as time and circumstances change, the solutions offered do. *People and Politics* provides opportunities for the student to study such issues as war, peace, law, conscience, authority, freedom, progress, social justice, revolution, power and conflict.

The study of *People and Politics* should contribute to the growth of the individual student in several ways. He should develop an awareness and acquire a better understanding of the issues underlying the latest headlines; he should come to appreciate the complexities of political issues, whether they be global in nature or the concerns of his nation or local community. He should realize that there are no easy solutions to the great challenges to mankind; he should come to see more clearly the dangers of over-simplification, of the 'love-hate' approach to other peoples or events. The student should better understand that the political process is concerned with the ways in which individuals and groups grapple with problems, resolve conflicting opinions, and select among alternatives. Through his studies he should appreciate that while procedures and facts are important, politics is preoccupied with issues, choices, and values.

The study of *People and Politics* should also provide opportunities for the student to understand such concepts[1] as 'political culture', 'power', 'decision-making', 'ideology', 'leadership', 'political behaviour', and the implication of these within the context of real politics. He should be introduced to the operation of these political concepts as applied, for example, to the decision-making process. Key concepts provide a comprehensible frame for the ballooning information about politics the student has to cope with, now and in the future.

Courses based on *People and Politics* should enable the student to acquire and master certain skills. He should have opportunities to recognize and define problems, to gather and organize facts, to discriminate between facts and opinions, to discuss differing viewpoints, and to evaluate possible courses of action. Equipped with a few basic concepts, ideas, and analytical tools he may participate afterwards with more competence in the decision-making processes of his society.

Above all, *People and Politics* in its study of man and how he attempts to meet common challenges in different ways, should widen the student's experience and help to enrich his life. The study of politics should involve the student in the investigation of human beings interacting with each other, and as such it should teach the student about man, including himself. He should develop insights into the points of view of different cultures, of conflicting ideologies, of minorities, of the developing world. He should have experiences by which he may explore values, both his own and those of others. As a result, he should become more aware of the human spirit, and aspirations of other humans. Finally, the student should come to recognize more fully the dignity of man and the worth of the individual. He should, in short, acquire a new perspective which can enrich his understandings of himself and of his world.

[1]For the purpose of this guideline the term 'concept' is defined as an abstraction under which data can be organized. It is often arrived at by insight or by an intuitive flash after extensive examination of data. A concept is clarified and refined through a range of encounters and through the use of supporting detail.
A 'generalization' is defined as a declarative statement expressing a relationship having general applicability between concepts or other variables. Generalizations for the most part should be considered as either (a) tentative conclusions arrived at after lengthy and careful study or (b) propositions, assumptions, or hypotheses to be tested by study and research.

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Designing a Local Course

In order to design a course appropriate to the needs, interests, and abilities of the students, decisions must be made regarding the perspectives — local, national, or global — to be emphasized. While a unit could be based entirely on one perspective, it is recommended that courses be designed to ensure a balance among all three perspectives.

The units in this guideline (pages 8-12) are intended only as examples to illustrate the wide range of topics by which students can reach the objectives already described. Should a unit be approached through more than one perspective, students must be wary of trying to relate learnings from one perspective to another. For example, while many factors in the decision-making process in the international arena may appear to parallel those in local politics, the two processes have many points of difference.

Decisions must also be made regarding the selection and organization of particular units of study. Decisions as to priorities, themes, and depth of study might be based on the following criteria: inherent interest for the student; availability of appropriate resources (both human and physical); significance to students and their world; opportunities for the student to develop concepts, to clarify his values, and to build and improve skills; overlap with topics in courses previously or concurrently studied; and potential for developing the human dimension.

It is suggested, however, that whatever the choice and combination of units, certain concepts such as power and leadership, that is, those fundamental to the understanding and the operation of politics, be examined.

A course could be constructed around fundamental concepts and content should be chosen for its relevance to concepts. A study of the Cuban missile crisis (1962), for example, provides materials and opportunities for students to wrestle with one or more concepts, such as foreign policy, decision-making, leadership, interdependence, propaganda, and power. Through this study the student not only gains an insight into some of these concepts but he also acquires an understanding of an important historical event in which he may be interested. Following this study, the student might be encouraged to examine other case studies (Munich Crisis (1938), Arab-Israeli conflict, and so forth) that could enable him to use the concepts developed and to formulate and test generalizations about them.

While the *facts* of the Cuban missile case may not be remembered for any length of time, the concepts developed through this study will be retained and act as organizing centres in the student's mind for information acquired in later years.

Political decisions and policies are inescapably influenced by value positions. For example, arguments for and against a proposed change in zoning reflects basic differences held by people about such values as growth, rights of private property, general welfare, consent of the governed, and due process of law. Accordingly it is important that a course include inquiries into value questions.

This should be interpreted neither as an opportunity for the teacher to impose his values on a captive student group, nor as a dictum for him to abdicate his role of discussion leader. Properly, the teacher may search out the value conflicts and encourage both discussion on these dilemmas and expression or evaluation of various opinions by the students. Controversial issues must be studied in the classroom without the assumption that they are settled in advance or that there is only one right answer.

Opportunities should be provided for the student to learn the difference between statements of fact and statements of value, to avoid the fallacy of arriving at factual conclusions based on normative premises and vice versa. He should also be encouraged to examine the consequences of value choices and to look for and to make judgements about the premises upon which value claims are made. Role-playing activities, value-clarification strategies, and case studies that require empirical and normative analysis are the primary resources for such inquiry. Such studies help the student to recognize the social values of our society, to clarify his own values, and to appreciate and respect different points of view.

Once a framework of mutual goals has been established, it is the teacher's responsibility as guide and planner to provide a range of learning activities and resources necessary to meet the varying abilities, interests, concerns, and needs of the individual students. Opportunities should be provided for students to select different modes of study as well as particular areas for specialized research within a theme or general unit of study. Flexibility must be a major concern. An area of concern that arouses student interest in one unit or episode might, for example, provide a central theme for other units, class projects, and readings, even if they were not originally planned. For example, a discussion of the Nuremberg Trials could stimulate many areas of investigation: legitimacy of laws in a totalitarian state, a citizen's duty towards the State; problems of opposition, civil disobedience, and resistance; lessons of Nazism; study of elitism in an hierarchical society, the duties of the soldier, the legitimacy in law of the trials themselves, and contemporary parallels. These issues could be investigated simultaneously through individual or group study.

An approach of inquiry is implicit within the stated objectives of this course. Such an approach may be defined as an investigation of all aspects of a problem or of a situation, using a wide variety of strategies and resources, considering as many points of view as possible, in order to arrive at logical and valid, though tentative, conclusions. It implies, for the student, a curiosity, an inquiring mind, a desire to find out the why and the how, a deepening understanding of the kinds of questions that produce insight, and a developing skill in devising such questions for himself. It implies, for the teacher, not only an inquiring mind, but also an artistry in devising and a skill in using perceptive and probing questions from all disciplines.

Such inquiry is interdisciplinary. The use of data from many sources will assist students to solve problems that they have sensed and identified. For example, the question, "Why should men war against each other?" could call for a consideration of biological, psychological, anthropological, sociological, economic, historical, geographical, moral, and political aspects of the roots of war. Such a study could be developed through a team-teaching effort, employing the talents of other teachers, students, parents, and other resource people in the community.

Current events, situations and issues can be a vehicle through which to observe the operation of political forces. Students gain insight into the actual working of politics through responsible involvement in community problems that are a real concern to them. In examining contemporary issues, care should be taken to treat them not as passing fads and so doomed to simplistic irrelevance, but as serious inquiries into the nature of human existence. Below the surface lie the same fundamental issues with which man has been concerned since tribal days.

Comparison of current situations with those of other times and places is often fruitful: it can sharpen the learner's ability to perceive differences and similarities and it can provide him with the opportunity to comprehend the importance of perspective, balance and causation in arriving at conclusions about his world.

Finally, it is the responsibility of the teacher to ensure that the learning resources meet the diverse abilities and interests of the individual students. The choice of resources must be based on more than the criterion of acquisition of information; the development of skills and an increased sensitivity toward's values and feelings must also be provided for.

A multi-media approach to resources — books, newspapers, magazines, records, radio, television, and film — can add to the vitality of the classroom and contribute to deeper insights and understanding. Role-playing techniques, simulation games, and socio-drama, whether providing a stimulus for creative work, or used for review purposes, help convey to the student a sense of reality to what may otherwise be a very abstract problem. Case studies, interviews, outside speakers, discussions, debates, panels, forums, town-council meetings, and field trips all contribute to the preparation of students for effective roles as citizens of Canada.

Building a Unit

The following description of one approach to building a unit attempts to balance the goal of having students assume responsibility for what they shall study and how they shall study with the teacher's professional responsibility as guide and planner to provide learning experiences that help students develop their full potential. This model is in no way intended to be prescriptive; rather it is included to provide assistance in the creative task of building a unit.

Once a unit has been selected (Page 5), the teacher considers how the study of this unit might contribute to the over-all objectives of the course and then identifies specific objectives for the study. He sets out this task knowing that his own objectives may change during the weeks ahead and aware that students have their own aspirations and expectations that may be different in some measure from his own. Nevertheless the process of formulating statements of objectives for a unit is valuable: it clarifies for the teacher the essence of the unit study and suggests appropriate learning experiences and evaluation procedures. Objectives are often stated in terms of value clarification and changes in the understanding, skills and attitudes of the students.

The following could be one possible form for the statement of objectives:
A student who studies a unit on Dissent should have increased *understanding* of

factors underlying contemporary demonstrations of dissent;

the importance of leadership in organizing protest and dissent.

A student who studies a unit on Decision-making should have increased *skills* in

the ability to distinguish between statements of fact, statements of opinion, and statements of value;

the ability to judge the adequacy with which conclusions are supported by data.

A student who studies a unit on Perception and Politics should have developed certain *attitudes* such as

increased appreciation of the role of mass media in reinforcing stereotypes;

increased sensitivity to the problems of local minority groups.

Armed with a fairly clear notion of learning possibilities inherent in the unit, the teacher next considers how to introduce the unit. Motivation is fundamental: it develops the students' readiness for the study; it helps them see the relevance of the study to themselves as individuals, and it channels thinking about some area as a prerequisite to effective systematic inquiry.

The following are examples of alternative introductory activities to motivate a study of the problem of individual moral decisions in juxtaposition to the will of the state:

- Show Alain Resnais' film *Night and Fog* (31 minutes), Contemporary Films/ McGraw-Hill. This film, made primarily of documentary footage of Nazi concentration camps, raises questions such as "Who are the executioners?" "Are their faces really different from our own?" "How is it possible that man can do such things to his fellow humans?"

- Study testimony given by Herr Graebe at the Nuremberg Trial. "Is he a war criminal — why or why not?" "What would you have done had you been in Herr Graebe's shoes?" "Is it possible to really say?" "Are there different kinds of guilt?"

- Have students read crucial excerpts from plays such as:
A Man for all Seasons, R. Bolt.
The Andersonville Trial, S. Levitt
The Deputy, R. Hochhuth
In the Matter of J. Robert Oppenheimer, H. Kippardt and R. Steirs
Riel, J. Coulter

A planning session provides an opportunity to help students develop curiosity, to raise both significant and divergent questions and to discriminate between the trivial and the significant. The many questions raised by both the students and teacher are then grouped into categories as bases for further study. Aware of his students' interests and abilities and conscious of the specific objectives for the study, the teacher is able to help the students identify their goals and to organize their questions in order to see the problem in perspective. In organizing their studies, students will likely be chiefly concerned with the cognitive realm; it is the teacher's responsibility to ensure that due emphasis also be placed on the valuing process and the development of skills.

The teacher and students then consider how the problem might be explored. In organizing their studies, the class might be divided into groups: to make an inventory of available learning materials, to compile a list of resource people, to identify possible places for field trips. Such activities help orient the student towards an area of work and acquaint him with what is involved in the topic.

Once teacher and students have decided how to examine these questions, students are prepared to explore the unit in earnest. It may be best to start with a few major large-group or all-class activities and, later on, identify committee and individual activities.

The culminating activities should also be planned well in advance. Their objectives should be to link whatever has been learned in the group as a whole with what has been investigated and communicated by the individual class committees so that the essence of the unit focus can be perceived. With careful planning, evaluation follows logically from the original objectives, as they were originally conceived by the teacher and as they grew and changed in the course of the inquiry.

Units

The following units are intended only as examples

The Emergence of Society

This unit explores such concerns as the nature of man, the origins and characteristics of society, the nature and function of law and government, the origins of property, and the fundamental rights of man.

An examination of the emergence of society and the basic nature of man could be approached through film *(Lord of the Flies* by W. Golding), literature *(Farmer in the Sky* by R. Heinlien), documents *(The Declaration of the Rights of Man, 1789)*, art, or through the use of imaginary situations that attempt to re-create a state of pre-society and the origins of society.

Exploration of the origins of political society might focus on theories such as divine origin, social contract, force, the natural bent of man. Advanced students might be interested in selections on the purpose and nature of the state from the writings of such political philosophers as Plato, Aristotle, Locke, Bentham, Calvin, Hobbes, Marx, Rousseau, Jefferson, and Mill. The writings of contemporary political theorists, such as Maritain, Mao Tse-tung, Sartre, might also be examined.

Political Systems

This unit examines political systems, their origins, and their characteristics.

An analysis of documents and contemporary situations will help students develop ideas about political systems and how they might be classified. Examples might illustrate the workings of a communist one-party state, a direct democracy, an indirect or guided democracy, a military junta, a democratic multi-party but unitary state, a federal state, an absolute monarchy, and a dictatorship. Students may search for clues about how decisions are made, who holds the decision-making power, how the authority was attained and maintained, what kind of power has been established, and to what extent and why these decisions are accepted.

From such an examination, teachers and students may suggest a scheme for the categorization of political systems, as well as hypotheses concerning these governments. The categories might be based on: position on the political spectrum; on economics; on ideology; on Aristotle's rule of the one, the few, and the many. Another method of classification might be developed by the students themselves.

Democracy

This unit will provide opportunities for students to investigate the nature of democracy, its elements, and its process of operation. It is essential that the teacher and students in examing democracy, or any other political philosophy, distinguish between the *ideal* and the *real*.

In this undertaking the following are examples of areas that might be investigated: the goals of a democratic society; the rights and responsibilities of the individual; social mobility; the roles of the majority and of minorities in government; the rule of law; the role of the police and army; elections; civil liberties; the role of political parties and opposition; mass media and public opinion; voluntary associations; pressure groups; economic rights; educational goals.

This examination might be approached through: a case-study or public-issue approach; an analysis of political writings, such as Pericles' "Funeral Oration"; a comparative study with totalitarianism; simulation and role-playing techniques.

The following are examples of questions for further research and class discussion: What are the strengths of democracy? What are the weaknesses inherent in the democratic process? To what extent is the majority obliged to respect dissenting minorities? To what extent is the minority obliged to accept the judgement of the majority? In view of the increasing complexity of issues, is it realistic for citizens in a democracy to be seeking wider participation in decision-making? What kinds of equality are essential to democracy (of wealth, of opportunity, under the law)?

Power in International Relations

The focus of this study is the use of power in the international arena. In this unit a student may consider: the nature and goals of power; sources of national power; limitations of national power; factors influencing the use of power; the balance of power; the morality of specific actions or situations.

National security and the pursuit and protection of economic interests should be emphasized as the two chief concerns that help determine a nation's specific policies towards other nations.

A simulation or a study of a particular crisis, such as the Suez Crisis (1956), may help students understand that the foreign policy of a nation is shaped by both external and internal factors. After an examination of the external stimuli in the particular case, students might consider internal factors such as the role of geography, public opinion, leadership, media,

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élites, ideology and stereotypes. A study of the means of achieving national objectives might focus on: diplomacy and alliances; propaganda and world opinion; economic instruments; weapons, invasion, and war. Students will find further evidence to use in testing their hypotheses in the writings of Niccolo Machiavelli, Adolf Hitler, Thucydides, Napoleon, Hans Morgenthau, Lester B. Pearson, Melville Watkins, Vladimir Lenin, George Kennan, Herman Kahn, and others.

Totalitarianism

An analysis of quotations from Hitler, Mussolini, Lenin, and Stalin will help students come to an understanding of the values underlying totalitarianism. Students might then speculate on its psychological appeal to man and on the possible policies and political systems based on these values.

Case studies of totalitarian states could help students in their examination of:

- environmental conditions that are significant in explaining the origins and developments of a totalitarian state;
- the characteristics of totalitarianism;
- the extent to which totalitarian ideas and approaches are present in contemporary political systems.

In an examination of a totalitarian society, the following are examples of areas that might be explored; social mobility, concern for the individual and for minorities; goals; the role of government; the rule of law; the rights of the individual; the role of the police and army; elections; civil liberties; the role of political parties and opposition; voluntary associations; pressure groups; economic rights; educational goals.

Dissent

Dissent is used in this context to mean a point of view in disagreement with established patterns or formulated policies. It may involve a desire for change or an intent to destroy. This unit explores such questions as: What are the bases of contemporary dissent and violence? Why do some people today have a feeling of increased isolation and powerlessness? What are the avenues of expression for dissent? Is violent dissent ever justified? Why do some people advocate bombing and violence while others try to work for change within the established procedures? What strategies have been most effective in accomplishing goals?

To tackle these questions, groups of students might be encouraged to examine case studies such as the Riel Rebellion; contemporary local or national public issues; relevant literature; the ideas and strategies of individuals (such as Saul Alinsky, Dietrich Bonhoeffer, Caesar Chavez, Jesus Christ, Danilo Dolci, Mahatma Ghandi, Ché Guevara, Martin Luther King, William Lyon MacKenzie, Herbert Marcuse, John Stuart Mill, Emily Pankhurst, Boris Pasternak, Socrates, Henry Thoreau, Pierre Trudeau, J. S. Woodsworth), and groups (such as Black Panthers, F.L.Q., El Fatah, Minutemen, Chicago Seven and "Women's Lib").

Political Leadership

A study of political leadership could include: the nature and characteristics of leadership; the means for obtaining and maintaining a leadership position; the function of myth and charisma in leadership; the importance of circumstances (such as war or crisis), and the nature and level of sophistication of the citizenry as factors influencing the character of leadership; the sources of power and techniques of appeal to maintain support; the role of the mass media.

A case study of one or two leaders within their historical context, undertaken by the class as a whole, could be a stimulus for individual or group investigation of many leaders.

The list of possible choices open to the students should include leaders in local, provincial, and federal politics in Canada; in totalitarian and democratic states; in peacetime and in wartime situations; and in developed and developing nations, both East and West. Resource materials would include film, architecture, sculpture, biography, history, and drama. Class discussion concerning the findings of individual and group investigation could provide the analysis and the synthesis, the perspective and the insight, required for understanding.

Conflict Resolution in the International Arena

Conflict Resolution may be viewed as a bargaining process in which each side has an interest in resolving the conflict advantageously to itself.

This unit provides opportunities for students to engage in inquiry:

- to explain why the actions of both individuals and nations differ due to variations in their cultural experiences, values, perceptions, goals, and expectations;
- to identify the reasons that conflicts occur in the present international system;
- to explain how the international system and its members react to various conflict situations, for example, superpower confrontations and small power disputes;
- to understand that there are both opposing and common interests among adversaries in most conflicts and to be able to differentiate between them;
- to discuss the nature and role of bargaining in the international system;
- to list and compare the kinds of alternative techniques available in the present international system to deal with conflict, for example, force, negotiations, and diplomatic exchanges.

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Role-playing or simulation games should help students understand the conditions under which bargaining can take place. Case-study analysis of contemporary crises might focus on such questions as: What were the divergent interests and goals leading to the conflict? What were the perceptions of each nation of the other? Did these perceptions change? What were some of the mutual interests that led to the resolution of the conflict? What were some of the different bargaining techniques used during the crisis? What were some of the alternative outcomes that might have occurred? Was there a winner or a loser? If so, who?

Perception and Politics
In this unit students are expected to seek answers to questions such as: Why do people and nations see themselves and others the way they do? How valid are stereotypes? How do perceptions affect decisions at the national level? The international level?

An examination of the influences contributing to perceptions should include a study of traditions, culture, values, natural environment, education, media, and art forms.

Several approaches are possible in a study of myths and stereotypes within a nation. Documents, newspapers, literature, films, art forms, public-opinion polls, word-connotation games, and role-playing techniques can be utilized by students to better appreciate the role of perception within a state.

The role of perception in international relations can likewise be approached in several ways. An analysis of immigration policies, wartime posters, and colonial relations will help students gain insights into the relationships between perception and politics.

Nationalism
A case study of nationalism might be the best way to help students clarify a definition of nationalism; the factors and conditions facilitating the growth of nationalism; the role of myth, propaganda and culture in the creation and maintenance of nationalism; the relation of nationalism to imperialism; the consequences of nationalism; and contemporary trends.

Further investigation might explore the compatibility of nationalism with a diversity of cultures within the nation. To grapple with this question, students might analyse relevant situations of contemporary significance; for example, unity and diversity in Canada today.

The Third World:
Politics of Development
In this examination of the developing world, the objectives are to help the student appreciate the complexity of challenges facing the Third World, and to help him understand better that his fellow man does not necessarily have the same values, goals, and aspirations that he does.

Area studies might provide a focus for the exploration of the basic norms and values of peoples; their fundamental loyalties; the important cleavages and divisions in their societies; the patterns of communication; social structures; modernization; economic, political, and social barriers to development; the role of imperialism in accounting for present differences; the revolution of rising expectations; the prospects for democracy; the effects of change on various cultures; the legacy of foreign aid; and the role of new nations in international politics.

Decision-making
This unit would help students probe the decision-making process.

Case studies, whether at local, provincial, or national levels, might focus on five key elements of the decision-making process (1) the creation and identification of issues — the significance of organized group action, the role of mass media in shaping public opinion; (2) the decision-maker — identification of decision-makers their traits, that is training, value system, ideology, and background; (3) the factors shaping the decision — the information used, the influence of non-elected individuals or groups, the methods used to influence decisions, and the philosophy of the government; (4) the process of making decisions — formal and informal rules for making decisions, how information flows to the decision-maker, the steps involved, and the machinery used; (5) the resulting decision — the nature of decision, implementation, enforcement, results.

A study of the role of citizens in the decision-making process might focus on such problems as: How does a citizen influence the use of public power? What is the citizen's role in the decision-making process? How does the citizen obtain access to decision-makers and what influence does he have on them? How does a citizen get information about government? What are the dangers, if any, of having important decisions made by experts? How can we ensure that every citizen feels that he is taking part in important political decisions that affect his life?

Students might also examine a controversy under the jurisdiction of the local government. They might attempt to identify the various interest groups involved, to evaluate different methods used to influence the decision-makers or to determine what positions, if any, the newspaper and other media take on the issue and why.

An appropriate application of the study might be an examination of the decision-making process in other institutions such as political parties, schools, unions, business organizations, and clubs. Advanced students might seek to answer the question "*Who makes public policy in Canada?*" by probing the three general theories: power élites conflicting interest groups, and the majority of citizens.

War Is

Films, records, paintings, posters, literature, and historical accounts of war provide a wealth of information for students to explore the theme of war. Such a study could include an examination of the nature and causes of war; the aggressive nature of man; the impact of politics on military decisions; the impact of technology on forms of war; morality of decisions in wartime; the role of the individual in war; the military-industrial complex; the effects (economic, scientific, social, and other) of war; war as an element of national power; nuclear war; how war might be prevented. A case-study analysis of several wars will help students to formulate hypotheses concerning these areas of exploration. A class analysis of the group findings will help students to test hypotheses formulated.

Montages on canvas, based on news photographs, or collages on tape using dialogue and effects might provide a vehicle for student expression of views about this theme.

The Individual and his Government: Political Expectations

This unit explores the questions: What do citizens expect of a government? What can a state rightfully expect from its citizens?

These two great issues might best be approached through a probing of subquestions such as: How much responsibility should the community assume for the total well-being of its citizens? In which specific aspects of life should it intervene? To what extent should an individual's responsibility to the group take precedence over his responsibility to himself? Are there any limits to what the state can effectively or should rightfully undertake? What criteria would be appropriate for limiting the government's responsibilities for the *morality* of its citizens, for their *cultural* enrichment, for their *economic* well-being, for their *physical health* and well-being, and for their *social* relations with other individuals? What are the differences between issues that you wish to leave to average citizens and issues you wish experts to decide?

In attempting to answer these questions, students might be encouraged to examine relevant contemporary public issues or documents and writings. These latter might include: H. Hoover, *Rugged Individualism* (1928), F. D. Roosevelt, *Commonwealth Speech* (1932), R. B. Bennett, *New Deal* (1935), *The Stevens Commission Report* (1935), *The Regina Manifesto of the CCF* (1933), and P. E. Trudeau's view of a "Just Society". Selections from the writings of Mussolini and Locke might be contrasted for their views on the relation of the individual to the state.

An alternative for advanced students might be an examination of selections from the writings of political philosophers. These offer students many alternatives relative to the ideal nature of government. An examination of 'model' political systems might focus on such areas as leadership, organization of society, sources of legitimacy of power, limitations on the exercise of power, and the extent to which present-day governments have been influenced by political philosophers. The following are sources of 'models' that might be analysed: Plato *(The Laws, The Republic)*, Aristotle *(Politics)*, St. Augustine *(The City of God)*, Jean Jacques Rousseau *(The Social Contact)*, John Locke *(Two Treatises on Civil Government)*, John Stuart Mill *(On Liberty)*, Niccolo Machiavelli *(The Prince)*, Thomas Hobbes *(Leviathan)*, Marx and Engels *(Communist Manifesto)*, Thomas More *(Utopia)*, and some contemporary models. An appropriate synthesis of this study could be a group assignment in which students design their own models of a reformed world, including precise behavioural details of the contents of that new world and the steps towards attaining it.

Internationalism: The Ideal and the Reality

In a complex world it is a matter of concern, if not of necessity, to explore the possibilities of nations working together for the common good.

What is the concept of internationalism? How has it been translated into action? Why have international experiments appeared and developed intermittently? What factors may impede the success of internationalism? How have individuals and nations contributed to internationalism?

To arrive at some tentative answers to these questions, it is suggested that students examine selections from the writings of Woodrow Wilson, Lester Pearson, Lord Baden-Powell, Dag Hammerskjold, the World Federalists, Barbara Ward, and others.

Students' hypotheses might be tested through an examination of several case studies such as League of Nations, North Atlantic Treaty Organization, Iroquois League, Delian Confederacy, European Economic Community, Warsaw Pact, United Nations, British Commonwealth of Nations, Red Cross, Olympic Games, Medieval Church.

The unit could conclude by inquiring into significant contemporary problems requiring co-operative action in their solution, such as pollution, illiteracy, nuclear war, outer space, population growth, depletion of natural and non-renewable resources, technology.

Morality and Politics

This unit is concerned with the rational discussion of public controversies and with 'value decisions'. By developing positions that reflect logical consistency and clarity, students may expand their ability to comprehend 'the human dilemma' in grappling with issues.

In a discussion of value questions, the goal should *not* be to arrive at consensus, nor to convert students to the teacher's values, but rather to require each student to *recognize* his own values and goals as

well as the values and goals of *others*. In the process of defining terms, of clarifying issues, it is hoped that a student's objectivity, logic, insight, and compassion may become keener in the examination of individual and public behaviour. This unit will focus on such questions as:

- What is the role of morality in political decision-making?
- To what extent are nations caught in a conflict between self interest and morality?
- To what extent is the individual responsible for following orders contrary to his personal value commitment?
- How valid is the statement "Might is right"?
- What are human rights? How might international decisions affect an individual's human rights?
- Who should determine the nature of scientific research and the use of the findings of this research?

A selection of a variety of cases from different times and places would allow the student to base his conclusions on a balance of varied situations and a broad perspective. For example, the question *Is might right?* might be approached through sub-questions such as The Munich Crisis: should a few strong states be able to determine the fate of a weaker nation? The Invasion of Czechoslovakia (1968), *or* the Suez Crisis (1956) or Biafra (1969): under what conditions can or should one state intervene in the affairs of another state? The bombing of Hiroshima or Dresden: what should be the limits, if any, in the conduct of modern war?

Canadian–American Relations

An analysis of issues and historical episodes between the United States and Canada will give students insights into the nature of sovereignty as well as an understanding of the economic, cultural, military, and political relationships between the two nations. Students might explore such contemporary concerns as U.S. influence on Canadian political decisions, whether national or international; U.S. control and ownership of the Canadian economy; boundary disagreements in the North; U.S. influence in trade unions; cultural influences. Classes might also consider the desirability of alternative policies to preserve a separate Canadian identity (culturally, economically, and politically).

A study of the relationship of other 'smaller' nations to great powers (for example, the eastern satellite nations and the Soviet Union; China and its border states; the U.S. and Mexico and Latin American nations) will provide insights into the Canada-U.S. relationship and give a perspective in considering proposals for change.

The Future

The aim of this unit is to help the student synthesize his thinking about the relationships between the individual and society and between nation and nation. Students will be expected to make some judgements about the future of man. They should examine present trends in intranational and international affairs: their views on the nature of man and the desirability and inevitability of progress will influence their conclusions. An examination of this theme might focus on such questions as

- What is the most serious threat to the survival of life on this planet?
- Are civil wars a greater danger for the future than international wars?
- Are the ideological differences among the Great Powers becoming blurred?
- Will world leadership fall to the Third World?
- How feasible is world government?
- Is a Third World War inevitable?
- Is the welfare state the road to serfdom?
- Will General Motors rule the world (from a study of the multi-national firm)?
- Who will control outer space?

Materials to help in the examination of these questions might come from novels, (*1984, Brave New World, Walden Two*), documents (The Kennedy Inaugural Address), and the writings of political and social commentators (Eric Fromm, Barbara Ward, Eric Hoffer, Ivan Illich, Friedrich Hayek, A. C. Clarke, Robert Theobald, Robert Heilbroner, Buckminister Fuller, Marshall McLuhan, Margaret Mead, Tielbard de Chardin, Jane Jacobs, Mao Tse-tung, B. F. Skinner, and A. Tofler).

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Resource Materials

The maple leaf indicates material of Canadian authorship and manufacture.

Sources of Articles

The Reader's Guide to Periodical Literature. New York: H. W. Wilson. This monthly guide (September to May) indexes magazine articles under standard subject headings.

Canadian Government Publications. Ottawa: Information Canada. This monthly list provides a complete listing of federal government publications.

The Canadian Periodical Index. Ottawa: Canadian Library Association. This monthly publication indexes journals published in Canada.

Films and Simulation Games

Many excellent films, simulation games, and other learning resources are available. Teachers and students will find Circular 15 and film catalogues published by the Ontario Department of Education particularly useful.

Periodicals

Behind the Headlines, Canadian Institute for International Affairs, (31 Wellesley Street East, Toronto 284).
This quarterly provides background material for Canadian public affairs.

Canada and the World. Maclean-Hunter Learning Materials Company, (481 University Avenue, Toronto 101).
Published nine times a year, this publication is written for both students and teachers seeking to understand the people, concerns, and outlook of Canada.

Canadian Affairs. Box 334, Station A, Ottawa.
The monthly newsletter summarizes contemporary Canadian news.

External Affairs. Department of External Affairs, 171 Slater Street, Ottawa.
This monthly bulletin provides reference material about Canada's external relations and reports on the current work and activities of the department. For information concerning free Department publications write the Information Division.

Great Decisions. Foreign Policy Association Inc., 345 East 4th Street, New York, N.Y. 10017.
This annual publication provides discussion material in major foreign policy issues; it includes reading lists, discussion questions, maps, charts, photographs.

International Canada. Canadian Institute of International Affairs, 31 Wellesley Street East, Toronto 284.
This monthly publication provides a summary of Canadian government statements and political discussion on Canada's position in international affairs.

Intercom. Center for War/Peace Studies, 218 East 18th Street, New York, N.Y. 10003.
This resource and program guide on international affairs is published five times a year.

Peace Research Reviews. Canadian Peace Research Institute, 25 Dundana Avenue, Dundas, Ontario.
Published six times a year, these scholarly journals examine questions related to man's search for peace.

Synopsis. Curriculum Innovations Inc., 1611 Chicago Avenue, Evanston, Illinois, 60201.
Each issue of this bi-monthly magazine presents several viewpoints on a particular social issue. A teachers' guide is also available for each issue.

UNESCO Courier. Ottawa: Information Canada.
This illustrated journal of education, service welfare, and current international concerns is written by experts at a popular level. Each issue is devoted to a special topic, such as human rights and drugs.

The World and the School. Atlantic Information Centre for Teachers, 23/25 Abbey House, 8 Victoria Street, London, S.W.1., England.
This review of current international affairs, including documentation for the teaching of contemporary history, geography, economics, and social science, is published for teachers three times a year.

World Federalist — Canadian Edition. World Association of World Federalists, 63 Sparks Street, 6th floor, Ottawa.
This magazine, published twice a month, includes book reviews as well as articles on international affairs.

World Law Fund Progress Report. World Law Fund, 11 West 42nd Street, New York, N.Y. 10036.
Progress Report includes strategies for teaching international affairs. Detailed teaching units on topics related to war and peace are also available.

Worldview. Council on Regional and International Affairs, 170 East 64th Street, New York, 10021.
This monthly journal of opinion seeks through articles, book reviews, and special features to relate religious and ethnical principals to world affairs.

World Survey. Atlantic Education Trust, 23/25 Abbey House, 8 Victoria Street, London, S.W.1.
This monthly publication is a monograph on a particular country or subject of world importance; it also contains a summary of the main events of the previous month.

World Week. Scholastic Publications, Richmond Hill, Ontario.
Published weekly during the school year, this U.S. publication features articles on contemporary concerns.

Bibliography

Teacher's References

Barr, R., ed. *Values and Youth.* Washington: National Council for the Social Studies, 1971.
This paperback contains much practical help for teachers; it includes articles on the teacher's role in value issues and strategies for clarifying values, as well as a list of annotated films and musical selections.

Becker, J. M. and Mehlinger, H. D., eds. *International Dimensions in the Social Studies.* Washington, D.C.: National Council for the Social Studies, 1968.
This yearbook describes new approaches and useful resources in teaching world affairs.

Beyer, B., ed. *Concepts in the Social Studies.* Washington, D.C.: National Council for the Social Studies, 1971.
This paperback focuses on four basic areas: What are concepts? Why teach concepts? How can concepts be taught? What are the implications of concept teaching?

Bloom, B., Krathwohl, D. and Masia, B. *Taxonomy of Educational Objectives; The Classification of Educational Goals, Handbook 1: Cognitive Domain.* New York: Longmans, Group, 1956.
This handbook describes the nature of the cognitive domain and provides a classification of cognitive objectives.

Chesler, M., and Fox, R. *Role-Playing Methods in the Classroom.* Chicago: Science Research Associates, 1966.
This booklet gives a step-by-step discussion of how to use role-playing in the classroom. Sample role-playing situations are included along with suggestions on how to get started, advice on when to be cautious, and case studies of groups using role playing.

Department of Citizenship and Immigration. *Let's Take A Look at Prejudice and Discrimination; A Study Guide.* Ottawa: Information Canada, 1970.
This study guide contains thought-provoking questions on prejudice and discrimination. It also includes an annotated list of films and materials.

Dougall, L. *The War/Peace Film Guide.* Berkeley: World Without War Council, 1970.
This guide contains an annotated list of over a hundred films that deal with the problem of war. It is divided into seven major categories (including dissent, and world development). Also included are a sample film discussion guide and a bibliography of books essential to a broad understanding of the themes treated by the films.

Ducharme, R. and Kotz, J. and Sheekey A. *A Bibliography for Teachers of Social Studies.* New York: Teachers College Press, 1968.
The section on political science and area studies of Asia, Africa, Latin America, and the Middle East are especially useful.

Fenton, E. *Teaching the New Social Studies in Secondary Schools: an Inductive Approach.* New York: Holt, Rinehart and Winston, Inc. 1966.
Readings and other materials illustrate the operation of an inductive approach to the social sciences.

Foreign Policy Association. *Simulation Games for the Social Studies Classroom.* 4th ed. New York: Foreign Policy Association, 1970.
The book discusses the possibility of the teacher designing his own simulations; it also describes some representative games and examines the advantages and disadvantages of using this method.

Gross, R., and Muessia, R., ed. *Problem-Centered Social Studies Instruction: Approaches to Reflective Teaching.* Washington: National Council for the Social Studies, 1971.
This booklet contains essays on the theory of the problem approach and practical strategies in implementing it. A detailed bibliography of other references for teachers on this subject is included.

Harmon, R. *Suggestions for a Basic Political Science Library.* San Jose, California: Bibliographical Information Center for the study of Political Science, 1970.
This booklet contains a list of annotated books suitable for research or teacher reference.

Heater, D. B., ed. *The Teaching of Politics.* London: Methuen Education Paperbacks, 1969.
This book includes essays on political socialization as well as on techniques of presenting different issues and teaching world affairs.

Hines, P. D., and Ward, L. *A Guide to Human Rights Education.* Washington: National Council for the Social Studies, 1969.
This booklet contains strategies for examining prejudice and human rights as well as basic human rights documents.

Hunt, M., and Metcalf., L. *Teaching High School Social Studies: Problems in Reflective Thinking and Social Understanding.* New York: Harper and Row, 1968.
This is a methods book devoted to the use of the reflective-thinking approach.

King, D. D. *International Education for Spaceship Earth.* New York: Foreign Policy Association, 1971.
This paperback provides several valuable services for the teacher of international relations: it suggests the education needs for Spaceship Earth; it recommends resources; and describes strategies for teaching about the multi-national firm.

Krathwohl, D.; Bloom, B.; and Masia, B. *Taxonomy of Educational Objectives, Handbook II: Affective Domain.* New York: David McKay Company, Inc., 1964.
This handbook describes the nature of the affective domain and provides a classification of affective objectives.

Massialas, B., and Cox, C. *Inquiry in Social Studies.* New York: McGraw Hill Book Co., 1966.
This book contains many teaching tips for the teacher interested in the inquiry approach.

• McDiarmid, Garnet, and Pratt, D. *Teaching Prejudice*. Toronto: Ontario Institute for Studies in Education, 1971.

This teachers' reference explores questions of bias in textbooks and teaching prejudice.

Mehlinger, H. *The Study of Totalitarianism: An Inductive Approach — A Guide for Teachers*. Washington, D.C. National Council for the Social Studies, 1965.

The author not only suggests how to teach about totalitarianism, but provides the teacher with source materials, lesson plans, reading lists, and other valuable materials.

Metcalf, L., ed. *Values Education, Rationale, Strategies and Procedures*. Washington: National Council for the Social Studies, 1971.

This yearbook contains chapters on the objectives of value analysis, teaching strategies for value analysis, and value-conflict resolution.

National Council for the Social Studies. *How To Do It Series*. Washington, D.C.: National Council for the Social Studies, 1965.

Each of the 23 pamphlets deals with a specific problem of classroom procedure.

Nesbitt, W. *Interpreting the Newspaper in the Classroom*. New York: Foreign Policy Association, 1971.

This paperback includes suggestions for the teacher on how to teach about perception and propaganda, as well as many tips on how to use the newspaper most effectively in the classroom.

Nesbitt, W. *Teaching About War and War Prevention*. New York: Foreign Policy Association, 1971.

This paperback provides teaching strategies to help students learn about conflict, the nature of war, war and the international system, and approaches to the prevention of World War III.

Newmann, F. M., and Oliver, D. *Clarifying Public Controversy: An Approach to Teaching Social Studies*. Boston, Mass: Little, Brown & Co., 1970.

This book deals extensively with the problem of making value decisions; it includes case materials.

• Ontario Secondary School Teachers' Federation. *World Politics and Man in Society—a Resource Booklet*. Toronto, O.S.S.T.F., 1969.

This booklet provides a description of several units as well as an annotated list of films and learning materials.

Pickus, R. *To End War: A Citizen's Guide to the Ideas, Current Books, Organizations and Work that can help*. Berkeley, Calif.: World Without War Council Publications, 1970.

This paperback attempts to identify the causes of war and suggests ways to eliminate these causes. A detailed, annotated bibliography on war, disarmament, world development, internationalism, conscientious objection, and non-violent approach to social change is included.

Pinson, W. *Resource Guide to Current Social Issues*. Waco, Texas: World Books, 1968.

Under each subject, resources are listed in six categories: 1. Books; 2. Organizations supplying material; 3. Periodicals and journals; 4. Selected printed materials; 5. Selected audio-visuals; 6. Sources containing extensive listing of materials.

Price, R. A.; Smith, G. R.; and Hickman, W. L. *Major Concepts for Social Studies*. Syracuse, N.Y.: Social Studies Curriculum Centre, 1965.

This 62-page booklet outlines major concepts, both substantive and of value, in the social sciences. It also includes an in-depth study of the concept of *conflict*, its origin, expression, and resolution.

Raths, L.; Harmin, M.; and Simon, S. *Values and Teaching: Working With Values in the Classroom*. Columbus, Ohio: Charles E. Merrill Books Inc., 1966.

This classic includes many teaching strategies to help students clarify their values.

Riddle, D., and Cleary, R., ed. *Political Science in the Social Studies*. New York: National Council for the Social Studies, 1966.

This yearbook includes chapters on the teaching of values, controversial issues, the politics of emerging nations, and international relations.

Seaberg, S. *Teaching the Comparative Approach to American Studies*. New York: Foreign Policy Association, 1971.

This paperback provides teaching strategies for such concepts as 'nationalism', 'economic development', and 'interventionism'.

Sorauf, F. J. *Political Science: An Informal Overview*. Columbus, Ohio: Charles E. Merrill Publishing Co., 1965.

This teachers' reference surveys recent developments in political science and suggests methods of teaching key political generalizations.

Sanders, N. M. *Classroom Questions, What Kinds?* New York: Harper & Row, 1966.

This paperback describes a practical plan to encourage a varied intellectual atmosphere in the classroom. Students are encouraged to use ideas, rather than simply to remember them.

Twelker, P., ed. *Instructional Simulation Games: An Annotated Bibliography*. Corvallis, Oregon: Continuing Education Publications, 1969.

This annotated bibliography of simulation games is organized under topics that include decision-making, defence, elections, and international relations.